

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Twila Marie Wollenberg

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Marais des Cygnes Valley Elementary School

(As it should appear in the official records)

School Mailing Address 213 North 8th Box 139

(If address is P.O. Box, also include street address.)

City Quenemo State KS Zip Code+4 (9 digits total) 66528-9760

County Osage County State School Code Number* 7094

Telephone 785-759-3512 Fax 785-759-3515

Web site/URL http://www.usd456.org E-mail twollenberg@usd456.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Mr. Darrel Finch E-mail: dfinch@usd456.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Marais des Cygnes Valley Tel. 785-549-3521

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Greg McCurdy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 13 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	6	21
K	10	16	26
1	9	8	17
2	10	9	19
3	12	7	19
4	11	6	17
5	7	9	16
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	74	61	135

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 8 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 20%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1	135
(5) Total transferred students in row (3) divided by total students in row (4)	0.200
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 79 %
 Total number students who qualify: 74

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 37 %
48 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	4 Specific Learning Disability
0 Emotional Disturbance	27 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	10 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	8
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	94%	93%	94%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

The mission statement of Unified School District U.S.D. #456 and Marais des Cygnes Valley Elementary is to ensure that all students can learn essential skills. Our students will develop creativity, curiosity, responsibility, and respect. We will promote physical, mental and emotional well-being in all students. As a staff, we will establish strong lines of communication between staff, parents, and community to achieve our mission.

The Marais des Cygnes Valley District, U.S.D. # 456, is located in Osage County, Kansas. It is a consolidated district of three towns in close proximity to each other; Melvern, Quenemo and Olivet. The current district of Marais des Cygnes Valley was formed in 1978 through the consolidation of these school districts. These were individual districts prior to 1978. When the consolidation was initially done, the school at Olivet was closed. The building at Quenemo was a K-8 building and Melvern was K-12. Later the district reorganized again and made the Quenemo building grades 5th through 8th and the Melvern building K-4th and 9th-12th grades. However, 4th grade was eventually moved to Quenemo due to space constraints at the Melvern building. The district again underwent a major reorganization in 2006. The elementary school, pre-school through 5th grade, was moved to Quenemo and grades 6th-12th to Melvern. This is the current set-up of the district.

This region has a long history of providing education for the students. In the early part of the 20th century, the area was mainly agricultural. As the dynamics of farming changed, many people migrated to the surrounding larger towns to find employment. While there are still families that are engaged in farming, the area has a depressed economy as do many rural areas in Kansas. Due to the lack of employment in the area, the number of students on free and reduced-price lunch has exploded to over 70% of the student population. The district also has a substantial transient population with many students moving in and out of the district throughout each year.

Through its long history of valuing education and the commitment of the community and staff, Marais des Cygnes Valley Elementary School has created an atmosphere of cooperation that has led to the school's success. There is a huge sense of pride in the achievements of the students at Marais des Cygnes Valley Elementary School. The school has been recognized as meeting the Standard of Excellence criteria, in at least one category, as established by the Kansas Department of Education, for reading or math since the year 2007 and has achieved Standard of Excellence in all eight categories for 2012 and 2013. Marais des Cygnes Valley Elementary School has also received the Governor's Award of Excellence for three consecutive years. This has been made possible by the commitment to student success.

At the time of the last reorganization in 2006, the school applied for and was awarded a State Improvement Grant to provide resources to close the student achievement gaps due to the rural isolation and hardships of poverty and a transient population. The staff collaborated to examine the data and research a plan to improve student performance. The plan chosen was a Multi-Tier System of Supports. Beginning in 2011 and all subsequent years thereafter, the school has achieved 100% proficiency on the Kansas State Assessment. The level of success achieved by the students has come from the extraordinary amount of effort provided by the teachers and staff and community support. It is important to note that there is very little turn over in staff; 100% of the teachers in the building have been there at least 6 years and 60% have been there more than 10 years. The staff of para-educators also has very little turnover and 70% have 10 years or more of providing service to the students in U.S.D. #456. This provides the consistency and stability necessary for student success. While the school has many veteran teachers, all have been willing to acknowledge that change is necessary and follow through with implementing new ideas about how to reach students. They have spent countless hours of their own time attending professional development and meeting among themselves to constantly improve ways to meet student needs. It is also important to note that several of the staff members are returning alumni.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Kansas System of assessment results contains five categories. Students are expected to reach the mid-level which is proficient and considered average. There are two categories above proficient which are Exceeds Standards that is above average and Exemplary which is well above average. The categories below the proficient level are Approaching Standards, which is below average, and Academic Warning that is well below average. Assessment data that the school receives is integral to driving the instruction at Marais des Cygnes Valley Elementary School. The class data and individual student data is analyzed and then compared across grade levels to identify any curricular issues. Strengths and weaknesses are identified and strategies are developed to address the concerns.

Marais des Cygnes Valley Elementary also administers the AIMS Web assessment in the fall, winter, and spring. This is a nationally normed assessment. This data is used to determine if reading deficits are in fluency and/or comprehension. It is also used in math to find specific areas of need in computation and/or concepts and applications. It uses a similar system of results with five levels of achievement. They are Well Above Average, Above Average, Average, Below Average and Well Below Average. The data from Kansas State and AIMS Web assessments are further analyzed and compared to make decisions about student performance.

The staff determined that any student scoring in the Approaching Standard category on the Kansas State assessment or below average on the AIMS Web assessment would be assigned to a Tier II remedial intervention. Students who score in the Academic Warning category on the Kansas State assessment or the well below average category on AIMS Web would be assigned to both Tier II and Tier III and any further remediation necessary.

The reorganization of 2006 provided the opportunity for the administration and staff to make a commitment to improve the performance of all students. At this time only 56% of the students were scoring at the proficiency level. The process was begun by examining and analyzing the existing data to identify where the school was performing and where it needed to be. The first item was to identify any systemic and/or curricular issues. Each teacher was instructed to review their materials and methods of instruction. Changes and additions were made to the curricular materials to improve student learning. Ways to provide remediation based upon the data were reviewed, and the Multi-Tier System of Supports was initiated the next school year. This provides multiple levels of instruction based upon the assessment data. The first Tier is whole group instruction. During this time, most students are in the general education classroom. The only students excluded are those who are working in a functional life skills program. Differentiated instruction is used to make the lessons relevant for each student. The data is used to identify those students who are not meeting the proficiency levels and who would benefit from remedial instruction. This group is designated as Tier II. Every student participates in Tier II either for remedial or enrichment activities. From the ongoing assessment, the students identified as needing intensive supports are assigned more interventions and monitored on their progress. This group receives multi-tiers of instruction during the school day along with additional remediation if needed. Provisions are also made for those students performing well above average through an enrichment program instituted.

The staff decided that the improvement program would be established in stages, with reading implemented first. Goals for improvement were set and the administration provided extensive professional development and resources with the Kansas State Improvement Grant funding. This included sending the staff to workshops targeted at reading and math and bringing in high quality consultants for local in-service consultation. During the 2006, 2007 and 2008 summers, 90% of the teachers attended a minimum of two-thirds of the professional development offered to them.

Marais des Cygnes Valley Elementary began to see results in their test scores very soon after the revised curriculum and the multi-tier system of supports was implemented. The tests results for 2006 indicated that in 3rd, 4th and 5th grades the students were scoring at the 56% level for proficient. By 2011 that number

had risen to 100% and that trend has continued through the 2012 and 2013 state test results. The results for math were just as dramatic. The percentage of students at the proficient level was 69%. That number has also increased to 100% by 2011 and that trend has continued through the 2012 and 2013 state test results. The gains can be attributed to the school-wide revision of curriculum, initiating a multi-tier system of supports and providing on-going assessment throughout the year to identify areas of weakness. These assessments included both screening and diagnostic assessments. Once the data was assembled, the staff began interventions based upon scientifically based instruction.

2. Using Assessment Results:

The assessment process was begun by implementing the DIBELS screener school-wide. This information was used along with diagnostic assessments, which could include Phonetic Awareness Skills Test, Quick Phonetics Screener, Gray Oral Reading Test, Brief Reading Inventories, STAR and teacher created materials. The skills assessed include phonemic awareness, phonics skills, and fluency and comprehension assessments. This information was used to provide targeted instruction to students' areas of need. As the process evolved, AIMS Web was added as a screener along with DIBELS. The team decided in 2009 that the AIMS Web was providing the most valuable data because it included math as well as reading, and DIBELS was dropped as an assessment tool for reading. In addition to the AIMS Web general screener, diagnostic tools were developed by the staff to identify areas of weakness in math. The screener was given 3 times a year and the diagnostic assessment was ongoing. The data was then taken to bi-monthly collaboration meetings divided into Kindergarten through 2nd grade as one group and 3rd through 5th grade divided into another group. The data was charted and intervention groups were assigned to students based upon the data. These groups were fluid and multi-aged. Students were moved within the groups as their skills improved. The very lowest performing students had specific individual goals developed and a plan of progress monitoring was established through AIMS Web progress monitoring tools.

When the process began, the primary instruction was whole group from a basal series in 1st through 5th grade. The staff implemented a program of 60 minutes of direct whole group instruction and 30 minutes of differentiated instruction based upon data from local testing. A separate guided reading lesson was worked into the schedule, thirty minutes a day for four days a week. The data was used to determine Lexile reading levels to provide texts at each student's instructional level. A multi-tier system of supports was initiated to provide remedial as well as enrichment activities. The Tier II interventions were targeted at areas of deficiency related to the state standards and individual needs. In addition to Tier II interventions, an intervention program was initiated to provide intensive remediation for those students performing well below average. These groups contained both general and special education students. The intensive supports were provided by Title I and Special Education Teachers. By the second year, the program was expanded to include math and followed the same process of student identification and remediation. This system quickly produced results and test scores began to rise.

3. Sharing Lessons Learned:

Marais des Cygnes Valley Elementary school believes that working as a team on a unified goal has made the difference in the learning of the students. U.S.D. # 456 and Marais des Cygnes Valley Elementary is a member of the Three Lakes Special Education Cooperative. This group provides the special education staff, services and progress monitoring for the district. Along with providing these services, it also provides opportunities to share information among the six districts that they serve. Marais des Cygnes Valley Elementary took advantage of this networking system and met with neighboring schools to discuss research-based strategies that have been successful in other schools.

As the philosophy of instruction changed at Marais des Cygnes Valley Elementary, the school was recognized as creating a successful program for all students. The staff was excited to share their experiences and success with the Multi-Tiered System of Supports program and was contacted by numerous groups to observe the staff and students during instruction and participate in collaboration meetings where instructional decisions were made. The teachers shared their resources of supplemental resource books, manipulatives, games and technology programs. Several districts in Kansas including Lyndon, South Coffey

County, Garnett, Wichita, Appanoose and Williamsburg came to the school to review the Multi-Tiered System of Supports that was in place. The staff explained the data collection and tools to use the data, decision making processes and scheduling issues with the visitors. Key staff was also made available to these groups to answer questions and assist with brainstorming for their districts.

The staff also presented workshops based upon their experiences and success. A team from general and special education staff gave a presentation for a district wide in-service in 2010 and four staff members presented at the 2010 United School Administrators Conference in Wichita, Kansas. These presentations included the plan for implementation of the Multi-Tier System of Supports used by Marais des Cygnes Valley School.

4. Engaging Families and Community:

U.S.D. #456 and Marais des Cygnes Elementary School feels that family and community involvement is essential to educating the children. Information about the school is distributed by the school's webpage, classroom blogs (private), and a monthly district newsletter that goes out to all the patrons in the district, the county newspaper, and weekly bulletins sent out with the students. The following programs encourage the interaction between school, families and the community.

August Open House: Families are invited to an Open House at the school each August. This allows students, parents and teachers to become acquainted.

School Carnival: The school sponsors a yearly carnival with the support of the surrounding business, community, parents and staff.

Veterans Day: Local veterans and families are invited in to the school to be recognized in a patriotic performance by the children.

Nutrition Program: Community organizations come into the school to make presentations on healthy choices for food and lifestyle.

Play Day: The community is invited to a picnic and to watch the students participate in field events.

Site Council: This is an advisory board made up of school personnel, community members and parents.

Author's Day/100th Day: The community is invited to participate in these school celebrations.

University of Kansas Continuing Education: The school partners with the University of Kansas to recognize reading across genres.

Recycle Program: The school partners with community members/businesses to recycle materials. A representative from waste management presents a recycling program to the students.

Conservation Contest: The local U.S.D.A Soil Conservation organization provides a presentation about soil conservation and sponsors a poster contest.

Life Education Center: Students attend a healthy lifestyle presentation given by a professional education organization.

Book Fair: Book Fairs are held at the school twice a year to encourage family involvement in literacy.

Many local community groups use the school for their organizational meetings. These groups include the Boy Scouts, Girl Scouts, church groups, and Quenemo Community Pride. The school is also used as a safety shelter for inclement weather.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Marais des Cygnes Elementary is a traditional elementary school with grades Kindergarten through 5th grade. There is also a Special Education Preschool located at the school to provide services to 3-5 year olds. Kansas, at this time, has adopted the Common Core Standards and the teachers use this as a framework to plan instruction.

The reading curriculum emphasizes foundational skills in the lower grades (K-2nd) and fluency and comprehension in the upper grades (3rd-5th). The upper grades also incorporate grammar/Rainbow Writing, 6 trait, creative and journal writing. Accelerated Reader is used to encourage independent reading. The Kansas State Common Core Standards are used to plan areas of instruction. Each student, through diagnostic assessment, is assigned to a guided reading group to improve fluency and comprehension at their instructional level and whole group instruction is used to teach specific skills of comprehension. Examples of these skills include (but are not limited to) main idea/details, comparison/contrast, and sequence.

Spelling is part of the curriculum at Marais des Cygnes Valley Elementary School. Lessons are aligned with high frequency and sight words and phonics-based spelling lessons. A variety of materials are used such as word sorts and Internet based practice programs.

Handwriting is part of the curriculum at Marais des Cygnes Valley Elementary. In Kindergarten and 1st grade the students use multi-sensory materials and integrate handwriting with sound/letter correspondence. Grades 2nd through 5th learn the fundamentals of correct letter formation and are introduced to cursive writing at 3rd grade and continue to practice it through 4th and 5th grade.

The math curriculum is planned to align with the Kansas Common Core. It contains a well-defined outline at each grade level to use in planning instruction. It involves helping students develop a conceptual understanding of math concepts. This curriculum provides a problem based interactive learning, visual learning bridges and visual learning animations. The staff uses the interactive white boards for each daily lesson to increase student interest and interactions. The curriculum also provides data for ongoing assessment, diagnosis and intervention. Formative assessments are contained throughout the program at the lesson and topic level. Center games are also an important part of the math curriculum to provide hands-on learning and exploration. A multi-sensory component is provided with Touch Math. This is emphasized at Kindergarten through 2nd grade.

Science is based on Kansas State Common Core. All students learn the scientific method, lab safety, healthy foods and personal care. The Soil Conservation Service partners with the school to provide information, presentations, and materials about soil erosion and its importance to Kansas. Lower elementary students learn about weather and weather safety, the solar system, parts of living things and earth materials. Upper elementary students learn how to explore and investigate. The students also learn about important people in science, organisms, properties of solids and liquids, simple machines, and simple circuits.

The Social Studies curriculum in the lower grades explores the sense of self, families, neighbors and communities and now and then. The curriculum for 4th and 5th grades covers Kansas History, American History and geography. Current events are also addressed at all grade levels.

The district believes that students need movement to learn and consequently provides daily physical education. The curriculum includes physical activity, social skills, and cooperation.

Music education is provided daily. The students receive exposure to composers and have listening Fridays for classical music appreciation. Students are given instruction in reading music. A kinesthetic component is provided with dance and percussion instruments. Grades K-3rd concentrate on vocal music, while recorders are introduced at 4th grade and each student in 5th grade has the opportunity to play an instrument in band.

2. Reading/English:

The philosophy of Marais des Cygnes Valley Elementary School is to provide instruction that uses auditory, visual, and kinesthetic learning. The lower elementary levels (Kindergarten-1st grade) place a strong emphasis on developing the foundational skills that are necessary for reading. This includes letter/sound correspondence materials, phonemic awareness, phonics, and high frequency/sight word recognition. Examples of the materials used include the Animated Literacy program, Handwriting Without Tears, computer programs and iPad applications. Great consideration is given to including as many of the different modalities as possible. Kinesthetic materials are emphasized like mini-chalkboards, modeling clay trays, magnet boards, interactive white boards, manipulatives, singing and dancing. When students reach the level that they have a strong foundational base and are ready to begin reading (2nd-5th grade), the staff is provided basal readers to use at their discretion for whole group instruction. This provides flexibility for teachers to develop lessons based upon individual needs and differentiating instruction. Students are also assigned to guided reading groups based upon screening and diagnostic assessment data and teacher input. These groups are designed to provide small group instruction that allow students to work on fluency and comprehension skills at their instructional level. Also, this method provides the flexibility to address student needs and diversity without the frustrations associated with materials that are too difficult for them to comprehend independently. Students who continue to perform below average as defined by national norming data are divided into intervention groups based upon their strengths and weakness. Remedial groups are small and enrichment groups are larger. Both certified and classified classroom staff are used for intervention groups. The most specialized certified staff is used for remedial groups to provide intensive interventions. The Reading Recovery program is used for remediation at the 1st grade level. If students have not acquired the foundational skills for reading, these interventions are continued in upper elementary for intensive interventions. The majority of students in the upper elementary grades target reading fluency and comprehension.

3. Mathematics:

Math is integral to navigating an increasingly complex world. Students must be able to understand the information that surrounds them and be able to make sense of math concepts in their daily lives. The math instruction at Marais des Cygnes Valley Elementary is guided by a math series that contains multiple components for instruction. The series includes many modes of instruction and tasks at varied levels to provide for differentiated instruction. Each lesson comes with an animated interactive white board lesson for introduction and instruction of the concepts. A guided practice, problem of the day, and daily quiz component is also part of the available white board lesson. The series provides three levels of material for independent practice to differentiate instruction. A daily center activity is provided for hands on learning and a daily spiral review. Along with the lessons there is a separate diagnostic assessment for individual skills. The assessment data is used to form intervention groups. These assessments are used to provide instruction for remediation and enrichment of skills during grade level intervention times. The multiple components of this curriculum provide for the diversity needed to provide effective instruction to all students. Computer software, iPad applications and manipulatives are used to supplement these materials. Along with the whole group core curriculum, intervention groups are used to reinforce and remediate concepts throughout the grade levels. These groups provide a cooperative-learning environment and an opportunity for children to express their natural curiosity and creativity. Math intervention groups are encouraged to be primarily hands on activities. The fundamentals of math computation are continually assessed by teacher created probes. Problems areas in computation are identified and groups are determined by the needs of individual students. Once the foundation skills are mastered, the emphasis becomes problem solving. All students receive extra opportunities for practice on problem solving in all areas of grade level math standards. Instruction includes using a variety of strategies and technology to increase student engagement and learning.

4. Additional Curriculum Area:

Marais des Cygnes Valley Elementary School is dedicated to providing a physical education program that encourages physical, social and mental development of children. Due to that philosophy students receive

physical education daily. There is a firm belief that physical fitness promotes academic achievement and contributes to the education of the total child. Children are taught to appreciate the importance of physical well-being and physical activity now and throughout their lives. Developing positive self-esteem, self-expression, and a positive self-concept is a goal of the physical education program. The students learn the concepts of motor and manipulative skills and safety practices. Along with developing physical skills, students are given opportunities to improve their cooperation, social skills and building positive relationships. All students are fully included in physical education which promotes respect for uniqueness, diversity and disabilities.

Marais des Cygnes Valley Elementary partners with Kansas State Research and Extension Offices provide nutrition education as a commitment to student health and wellness. This instruction is designed to enhance their ability to make informed food choices in an increasing complex environment where a wide array of food is available. The lessons are a variety of classroom discussions, information materials, and taste-testing.

A special education preschool is part of Marais des Cygnes Valley Elementary School. The district partners with Three Lakes Educational Cooperative to provide early childhood curriculum for students with development delays along with a few role models. A free screening is provided for children birth to five twice during the school year. This service is provided by Three Lakes Educational Cooperative. All children birth to school age are invited to undergo a screening that assess students' vision, hearing and speech, fine and gross motor skills, as well as developmental milestones. Those children are given the opportunity to enroll in the preschool program which provides special education services. This screening is held twice a school year at Marais des Cygnes Valley Elementary. The classes run in half day sessions with a morning and afternoon class.

The preschool curriculum includes academic skills, listening skills, social interaction skills, and communication skills. A speech pathologist, physical and occupational therapist all have scheduled times to work with the preschool students. The speech pathologist supplements the curriculum with expressive and receptive language support, articulation, and pre-literacy skills. The Occupational Therapist assists with fine motor skills including handwriting and the Physical Therapist monitors and assists with the students' gross motor skills. The elementary librarian provides exposure to literacy by giving a weekly lesson. There is both free play and structured play. The students learn by exploring and manipulating activities. There is an emphasis on learning with movement, music and books. The curriculum and materials are aligned with the Kindergarten materials. This provides the foundation to take the skills learned in pre-school and fluidly carry them on to Kindergarten. Many of the same programs are used at both levels. Examples include Animated Alphabet, Handwriting Without Tears and Touch Math. The preschool also uses the same technology available to the elementary age students. The classroom has access to an interactive white board, computers and iPads. Physical activity is incorporated using yoga, an obstacle course and a gross motor playground for sensory input.

5. Instructional Methods:

The district provides curriculum materials as the basis for instruction in all math, reading, and social studies. Science is taught by investigation and experimentation at the individual teacher's discretion. The teachers are allowed a great deal of flexibility in determining what components of the materials provided they will use in their individual classrooms. All teachers are free to supplement materials they feel will provide the most effective learning. The district has made an effort to provide materials to use for the kinesthetic learning style. These consist of manipulatives which are shared among all staff, educational games, interactive white board materials; investing in technology has been a high priority for the district. The school has a computer lab with 22 computers, a lap-top cart with 20 computers and at least two student computers in each general and special classroom. Each teacher has access to on-line, scientifically based learning programs for extra practice, as well as remedial and enrichment activities. Examples of these programs include. (Reading Eggs/Express, Accelerated Reading, Reading A-Z, IXL, Scoot Pad learning, Brain-POP, and Study Island). All staff in the building has access to an interactive white board and document camera. Along with the boards, the district provides individual student response systems. Within

the last year, the school has purchased 100 iPads for student use and assigned each certified staff an iPad. A committee was established to choose apps to complement the instruction and interventions. The general education teachers modify assignments independently and in collaboration with the special education staff. Tasks are modified by providing readers for content material, text to speech computer programs, modified length and complexity of assignments, alternate methods to demonstrate mastery (verbally, drawings, group projects, computer/iPad presentation, project based learning), speech to text iPad application, Scribe for assignments and Notes to pre-teach content. All students have access to materials that increase attention and arousal. Examples of these include ball chairs, “wobble” seats, hand fidgets, desk/floor materials for sensory input and additional opportunities for movement throughout the day.

6. Professional Development:

Professional development at U.S.D. #456 and Marais des Cygnes Valley Elementary School provides opportunities for staff to expand and improve their knowledge and skills and to implement effective educational practices. Collective learning strengthens the school team and defines the goals for creating a successful learning environment. Administrators, teachers and para-educators participate in a variety of professional development. Marais des Cygnes Valley Elementary includes staff at all levels who are directly involved in student learning. The Professional Development opportunities include workshops, consultation from outside groups and collaboration meetings among staff.

Examples of the information presented in professional development opportunities included reading and math strategies, differentiated instruction, special education issues, common core standards, effective teaching strategies and technology. A group of six teachers attended a math grant workshop for two weeks each summer for three consecutive summers. Collaboration among staff is an important part of professional development at Marais des Cygnes Valley Elementary School. This includes analyzing data, action planning, and coordinating instruction with the standards, along with remedial interventions and student groupings. During these collaboration sessions, teachers problem solve ways to increase student learning and investigate researched-based instructional practices. The process of Multi-Tiered System of Supports necessitated the rethinking of student learning. An emphasis was placed on hands-on-learning in an effort to avoid excessive paper/pencil tasks. Many professional development opportunities involved hands-on strategies and materials and time was allotted to create tasks for this purpose. The most recent Professional Development has been adopting and implementing the McRel Teacher Walk Through Evaluation System. This information is used to strengthen the knowledge, skills and classroom practices of teachers. A process of continuous evaluation, including self-evaluation, serves to help teachers refine their teaching skills and analyze their performance. This is a collaborative process between administrators and teachers and is used to provide support and provide constructive feedback.

7. School Leadership

The school leadership at U.S.D. #456 provides the foundation for the success of Marais Des Cygnes Valley Elementary School. They have stated their belief in high expectations and a school-wide culture based on the belief that all students possess the ability to be successful. The philosophy of the Principal is that communication is the key to success and every member of the staff is important. The Superintendent and Board of Education have been instrumental in providing support and resources to support this vision. She strives to create a positive learning environment that meets the needs of all students and staff, and to build and sustain positive relationships with parents and community members. The principal is dedicated to providing learning opportunities for the staff and attends much training along with them. The lack of staff turnover demonstrates that the school has a cohesive team. Establishment of a student improvement team and testing team shows the willingness to involve the staff and accept new ideas. This is a way to continually collect, analyze and appropriately apply data and pertinent information for improvement. It is also important to build a system of accountability to ensure every student’s academic and social success. The principal has taken an active role in the collaboration process and participates in data analysis, problem solving and instructional decision making. She created a schedule to accommodate the commitment to whole group instruction for all students and intervention groups for remediation and enrichment, and committed the resources, staff and materials to make the program successful. The goal to close the

achievement gap in the student population was to create and implement a system to improve student performance and address the needs of the whole child. This environment and the implementation of the Multi-Tier System of Supports program provided the framework for students to grow. The leadership provided the allocation of resources, scheduling and procuring funding to make this goal a reality.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: CETE

Test: Kansas Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	84	85
Number of students tested	19	17	25	23	20
Percent of total students tested	100	100	100	96	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	74	100
Number of students tested	19	17	25	23	20
2. Students receiving Special Education					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					

6. Asian Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	86	82
Number of students tested	19	17	25	23	20
10. Two or More Races identified Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					

NOTES: Alternative assessment- 1 student out of a class of 20 had a severe disability and took the Kansas Alternate Assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: CETE

Test: Kansas Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	100	80
Number of students tested	13	25	21	16	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	100	82
Number of students tested	13	25	21	16	15
2. Students receiving Special Education					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					

plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	100	85
Number of students tested	13	25	21	16	15
10. Two or More Races identified Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					

NOTES: Alternative assessment- 1 student out of a class of 16 had a severe disability and took the Kansas Alternate Assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: CETE

Test: Kansas Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	100	81
Number of students tested	25	19	16	15	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	6	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	100	70
Number of students tested	25	19	16	15	16
2. Students receiving Special Education					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					

plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	100	81
Number of students tested	25	19	16	15	16
10. Two or More Races identified Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					

NOTES: Alternative assessment- 1 student out of a class of 16 had a severe disability and took the Kansas Alternate Assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: CETE

Test: Kansas Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	75	90
Number of students tested	19	17	24	24	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	61	90
Number of students tested	19	17	24	24	20
2. Students receiving Special Education					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					

plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	77	89
Number of students tested	19	17	24	24	20
10. Two or More Races identified Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					

NOTES: Alternative assessment- 1 student out of a class of 20 had a severe disability and took the Kansas Alternate Assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: CETE

Test: Kansas Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	94	67
Number of students tested	13	25	21	18	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	93	55
Number of students tested	13	25	21	18	15
2. Students receiving Special Education					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					

plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	93	69
Number of students tested	13	25	21	18	15
10. Two or More Races identified Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					

NOTES: Alternative assessment- 1 student out of a class of 18 had a severe disability and took the Kansas Alternate Assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: CETE

Test: Kansas Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	100	81
Number of students tested	25	20	15	15	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	7	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	100	80
Number of students tested	25	20	15	15	16
2. Students receiving Special Education					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					

plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds plus % Exemplary	100	100	100	100	91
Number of students tested	25	20	15	15	16
10. Two or More Races identified Students					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds plus % Exemplary					
Number of students tested					

NOTES: Alternative assessment- 1 student out of a class of 15 had a severe disability and took the Kansas Alternate Assessment.